# Quality School Review Rubric Indicators

## SCHOOL LEADERSHIP

**TURNAROUND PRINCIPLE 1:  Ensure that the principal has the ability to lead the turnaround effort.**

**INDICATORS**

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| 1.1 | The principal uses data to establish a coherent vision that is understood and supported by the entire school community |
| 1.2 | The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement. |
| 1.3 | The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment. |
| 1.4 | The principal communicates high expectations to staff, students and families, and supports students to achieve them. |
| 1.5 | The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity. |
| 1.6 | The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments. |
| 1.7 | The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs). |
| 1.8 | The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals. |
| 1.9 | The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals. |
| 1.10 | The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement. |

## SCHOOL CLIMATE & CULTURE

**TURNAROUND PRINCIPLE 2: Establish a school environment that supports the social, emotional, and learning needs of all students.**

### INDICATOR

| 2.1 | The school community supports a safe, orderly and equitable learning environment. |
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| 2.2 | The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff. |
| 2.3 | High expectations* are communicated to staff, students and families; students are supported to achieve them. *Expectations of professionalism, instruction, communication and other elements of the school's common teaching framework to staff; Expectations of attendance, academic performance, behavior, postsecondary attainment, etc. to families* |

## EFFECTIVE INSTRUCTION

**TURNAROUND PRINCIPLE 3: Ensure that teachers utilize research-based effective instruction to meet the needs of all students.**

### INDICATORS

| 3.1 | Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum. |
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| 3.2 | Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs. |
| 3.3 | Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction. |
| 3.4 | Teachers demonstrate necessary content knowledge. |
| 3.5 | Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement. |
| 3.6 | Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice. |

| CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM |
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| **TURNAROUND PRINCIPLE 4: Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college- and career-ready standards that have been adopted.** |
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**INDICATORS**

| 4.1 | The district or school curriculum is aligned with the Common Core State Standards (CCSS). |
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| 4.2 | Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCSS curriculum is the "taught" curriculum. |
| 4.3 | The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels. |
| 4.4 | Instructional materials and resources are aligned to the standards-based curriculum documents. |
| 4.5 | An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals. |

| EFFECTIVE STAFFING PRACTICES |
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| **TURNAROUND PRINCIPLE 5: Develop skills to better recruit, retain and develop effective teachers.** |
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**INDICATORS**

| 5.1 | Hiring timelines and processes allow the school to competitively recruit effective teachers. |
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| 5.2 | School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes |
| 5.3 | Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually. |
| 5.4 | Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths. |

| 5.5 | Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth. |
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## ENABLING the EFFECTIVE USE of DATA

**TURNAROUND PRINCIPLE 6:  Ensure the school-wide use of data focused on improving teaching and learning.**

**INDICATORS**

| 6.1 | Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture. |
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| 6.2 | Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement. |
| 6.3 | A specific schedule and process for the analysis of on-going formative assessment data tied to the CCSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation. |

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## EFFECTIVE USE of TIME

**TURNAROUND PRINCIPLE 7:  Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning.**

**INDICATORS**

| 7.1 | The master schedule is clearly designed and structured to meet the needs of all students. |
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| 7.2 | The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics. |
| 7.3 | The master schedule is clearly structured and designed to meet the professional development needs of staff. |

| | EFFECTIVE FAMILY and COMMUNITY ENGAGEMENT |
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| | **TURNAROUND PRINCIPLE 8: Increase academically focused family and community engagement.** |
| | **INDICATORS** |
| 8.1 | Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students. |
| 8.2 | Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students. |